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A Sustainability Maturity Model for Higher Education

*A process management tool to support embedding
sustainability in higher education*

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A Sustainability Maturity Model for Higher Education

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A Sustainability Maturity Model for Higher Education

Introduction

The Welsh Government aims to ensure sustainable development is a central organising principle for organisations. Strategies from the Welsh Government provide Welsh higher education institutions with support and structure to embed education for sustainable development and global citizenship (ESDGC) across all activities. A sector wide review of environmental management systems and energy efficiency improvements at Welsh higher education institutions took place in 2008. This was followed in 2009 by an audit of all higher education curricula for education for sustainable development and global citizenship content. Following this a baselining tool, the ESDGC Development Framework, was developed and piloted in 2011. A Sustainability Maturity Model has since been created based on a capability maturity model project management tool.

The Sustainability Maturity Model illustrates the processes which are vital in the maturing of sustainability at an institutional level. The model uses commitment and leadership, teaching and learning, institutional management, partnerships, and research and monitoring to structure the elements that need to be considered and addressed within an institution to initiate and mobilise change in ESDGC.

This resource contains an overview of the structure for the Sustainability Maturity Model, descriptors of the processes required to progress through Levels 2 and 3 and recording templates to support the process. Although this has been created within the Welsh higher education context, it has potential to offer strategic overview for all higher education institutions. It is anticipated that institutions may not address the whole model at once but may find the focus provided within individual key process areas useful in driving the sustainability agenda at their institution.

Sustainability Maturity Model Structure

The Sustainability Maturity Model is an adaptation of the Capability Maturity Model (Paulk et al., 1993), a process management tool from software production. The model consists of five levels of capability for organisations to work through as they strive to become more mature, with each level demonstrating organisational achievements, as highlighted in Figure 1.

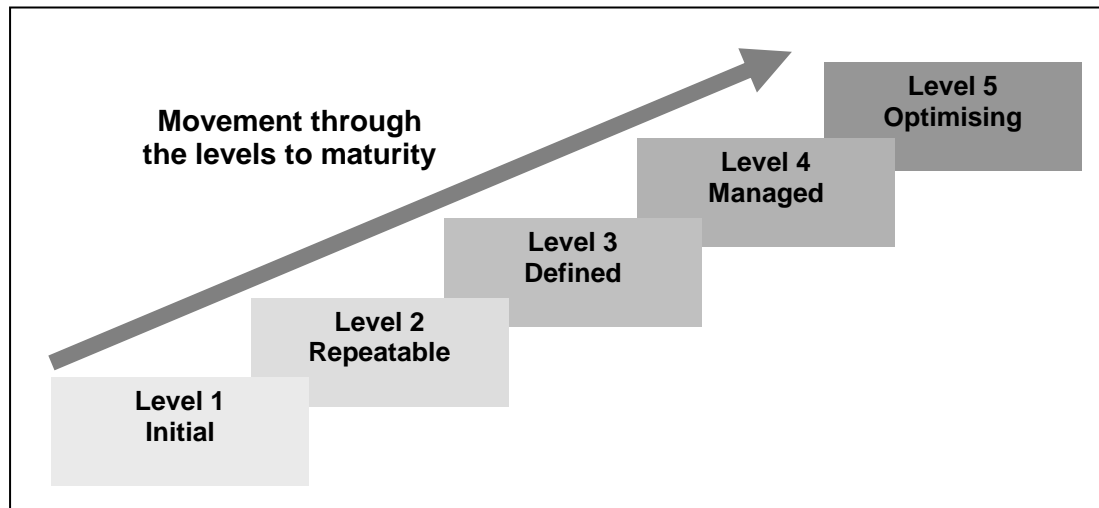


Figure 1. Capability Maturity Model levels.

Characteristics of each level include;

Level 1	Initial, undefined processes, reliance on individual enthusiasm.
Level 2	Repeatable, simple management follows resources, successful processes repeated.
Level 3	Defined, activities are standardised, procedures and guidance followed.
Level 4	Managed, quantitative controls exist.
Level 5	Optimising, continuous improvement and new initiatives trialled.

As an organisation advances through the five levels risk is reduced and predictability increases. To achieve maturity 'key process areas' require 'specific practices' to be achieved, each specific practice contains 'sub-practices'. The Capability Maturity Model has been modified many times to address specific business models or industry contexts, demonstrating adaptability and flexibility (Brookes and Clark, 2009).

The Sustainability Maturity Model is based on small steps as opposed to major innovation, adapting existing practices and applying familiar terminology. The Welsh higher education sector provided context, therefore existing structure was deemed appropriate;

- Commitment and leadership
 - Teaching and learning
 - Institutional management
 - Partnerships
 - Research and monitoring
- (Welsh Assembly Government, 2006, p. 3)

The remainder of this document contains resources for Levels 2 and 3, as this is where it has been suggested most organisations are realistically progressing towards (Grant and Pennypacker, 2006).

Figure 2 illustrates the five key process areas with the specific practices required for each area. Figures 3 - 7 present the sub-practices within each specific practice for the key process areas for Level 2 and Figures 8 - 12 the Level 3 sub-practices.

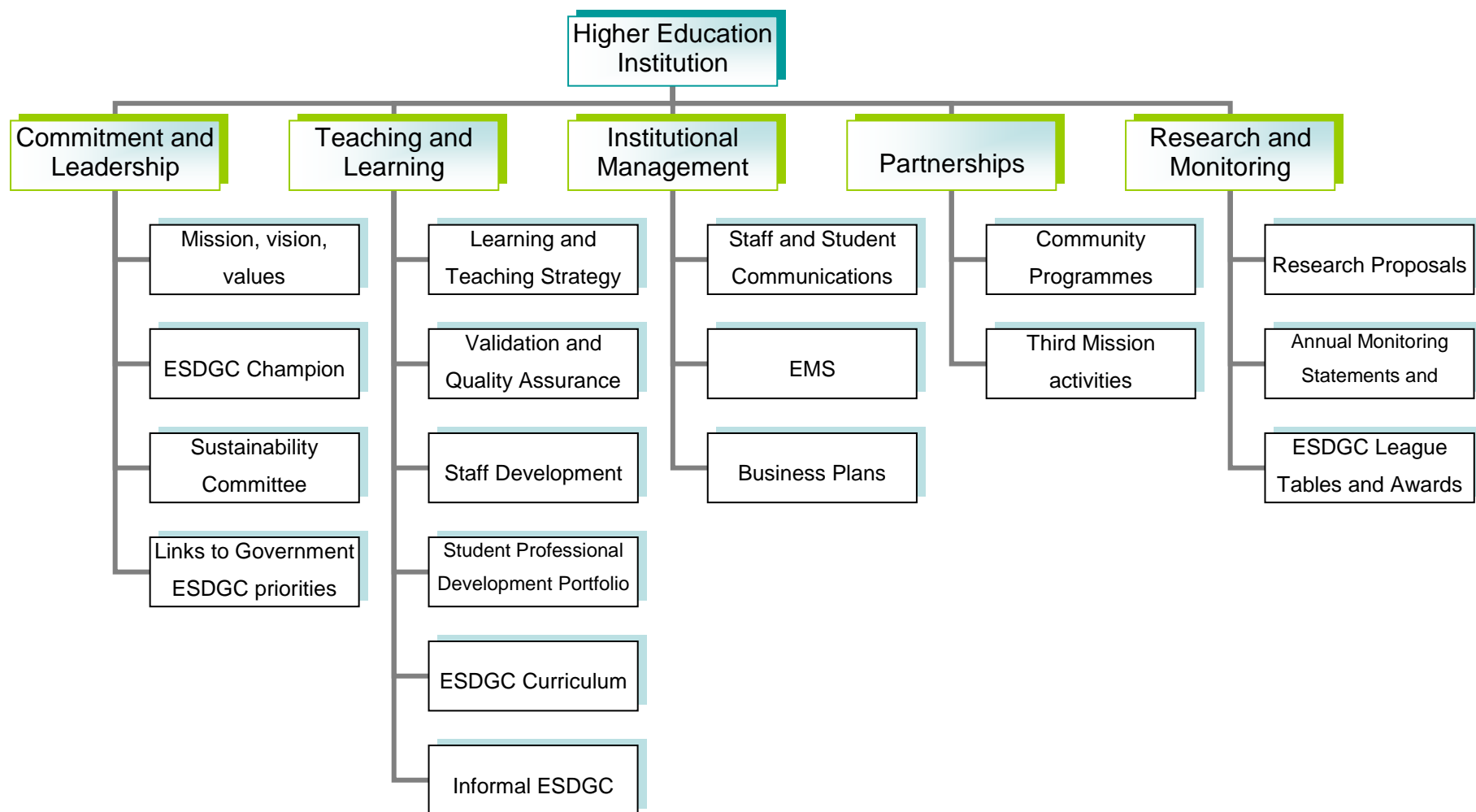


Figure 2. Structure of Key Process Areas leading to the Specific Practices for the Sustainability Maturity Model.

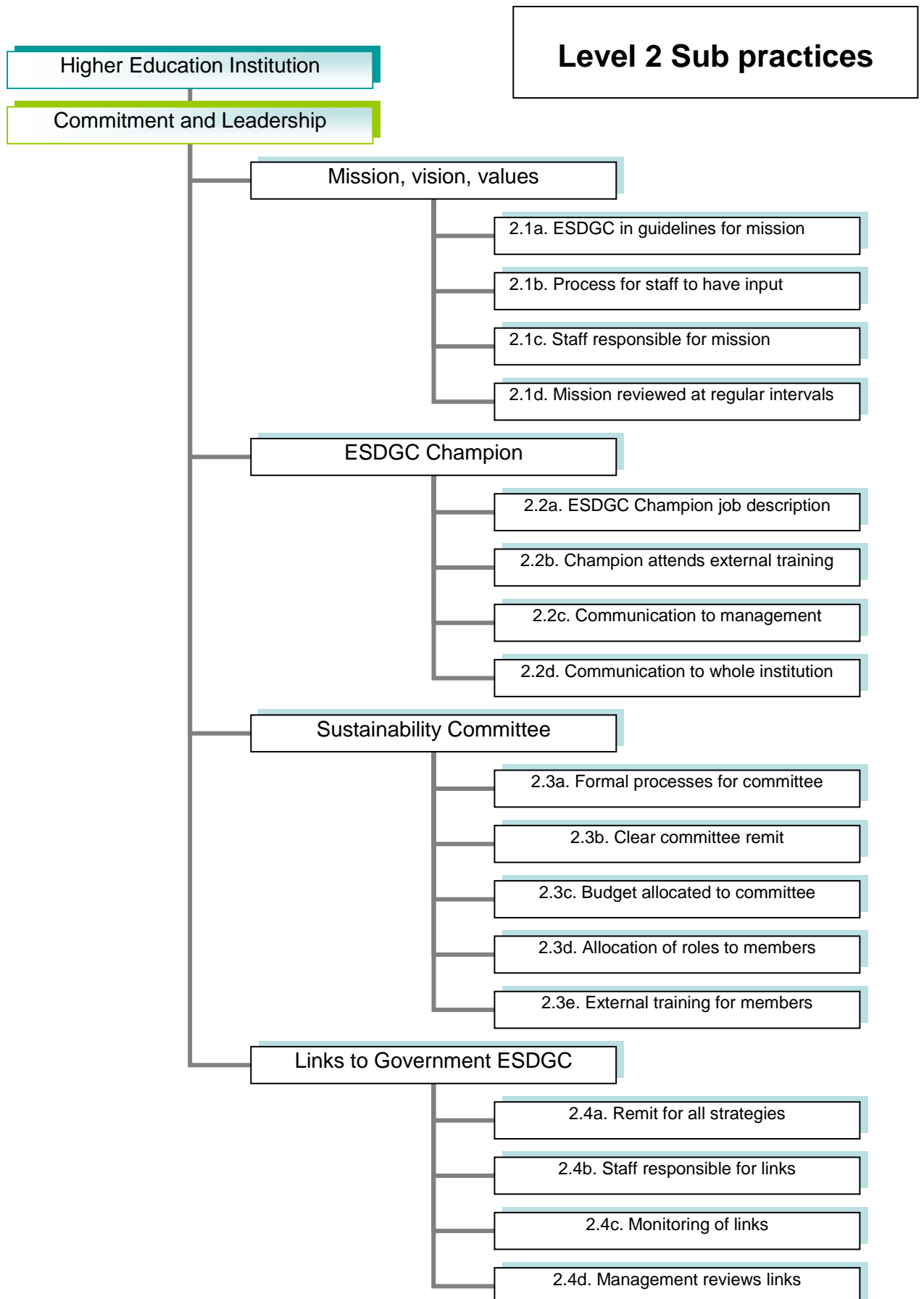


Figure 3. Commitment and Leadership Level 2 sub-practices.

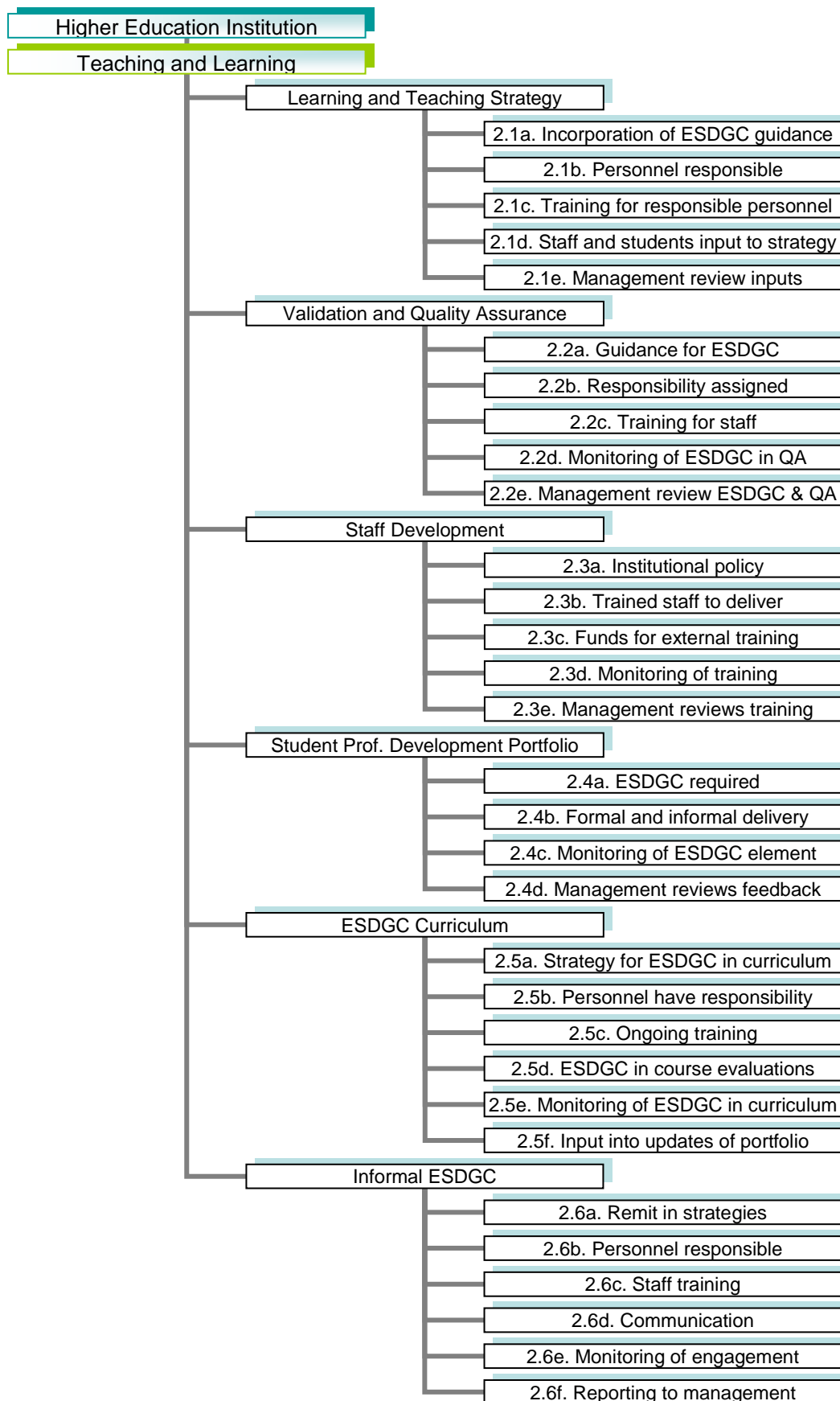


Figure 4. Teaching and Learning Level 2 sub-practices.

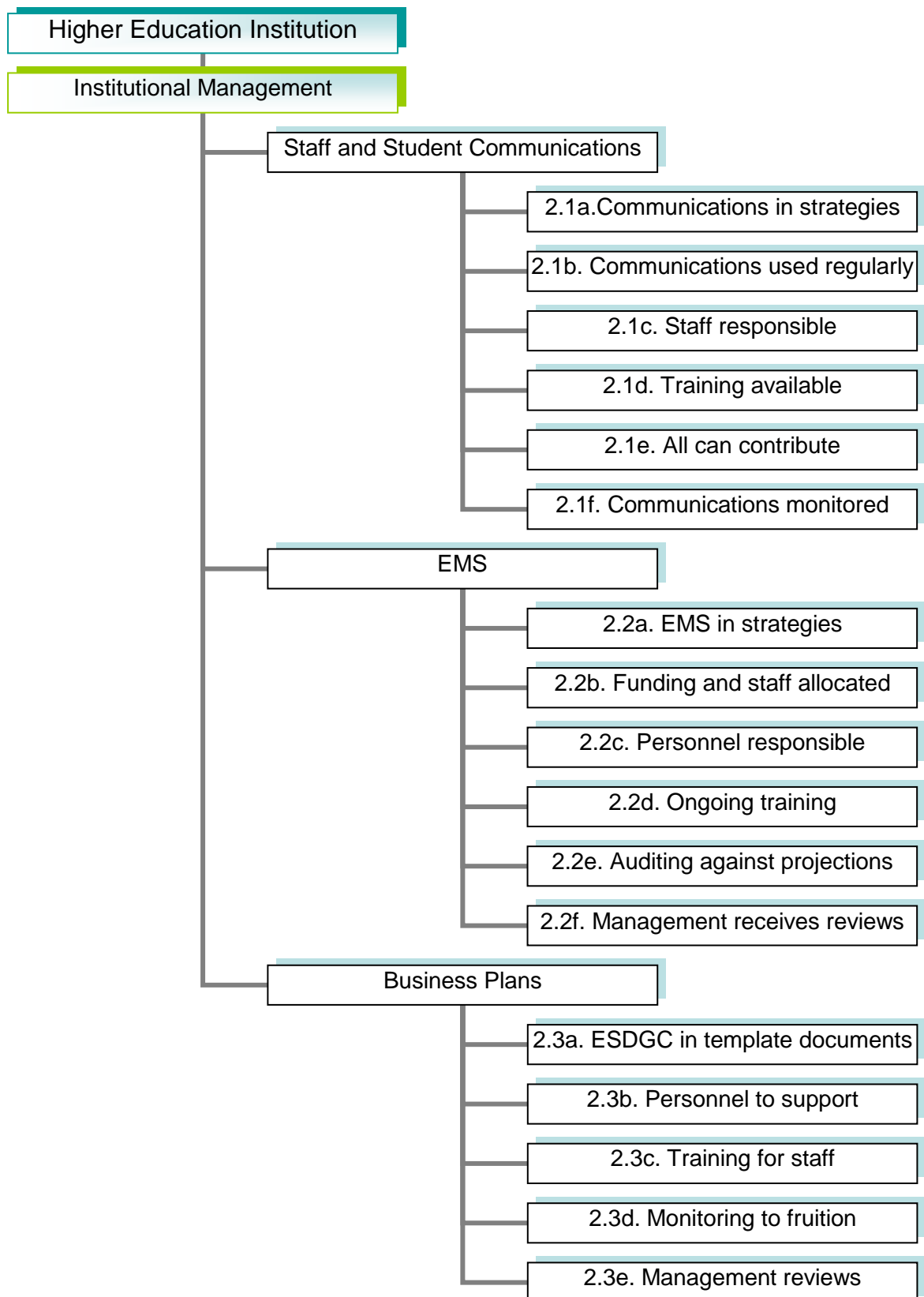


Figure 5. Institutional Management Level 2 sub practices.

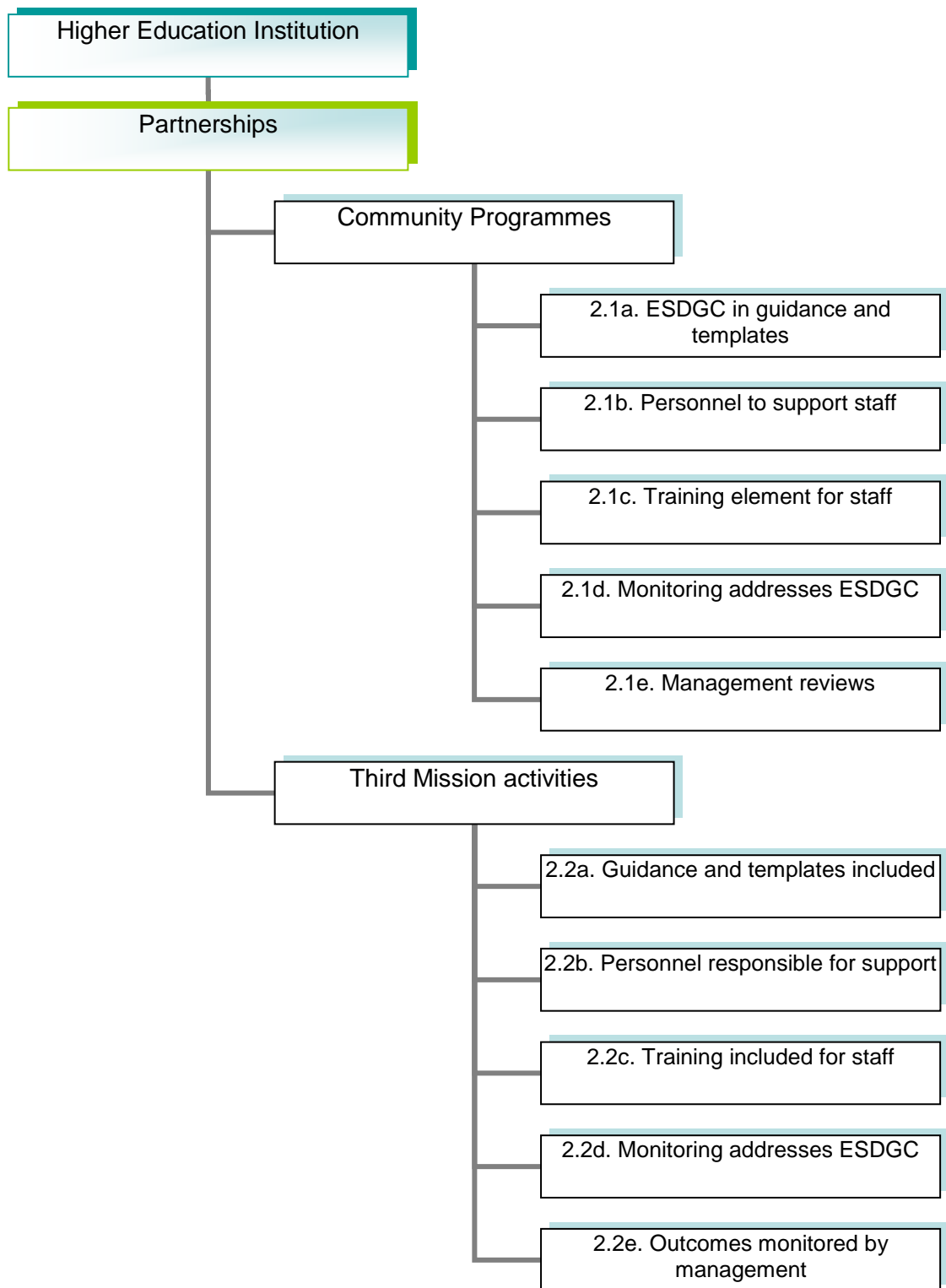


Figure 6. Partnerships Level 2 sub-practices.

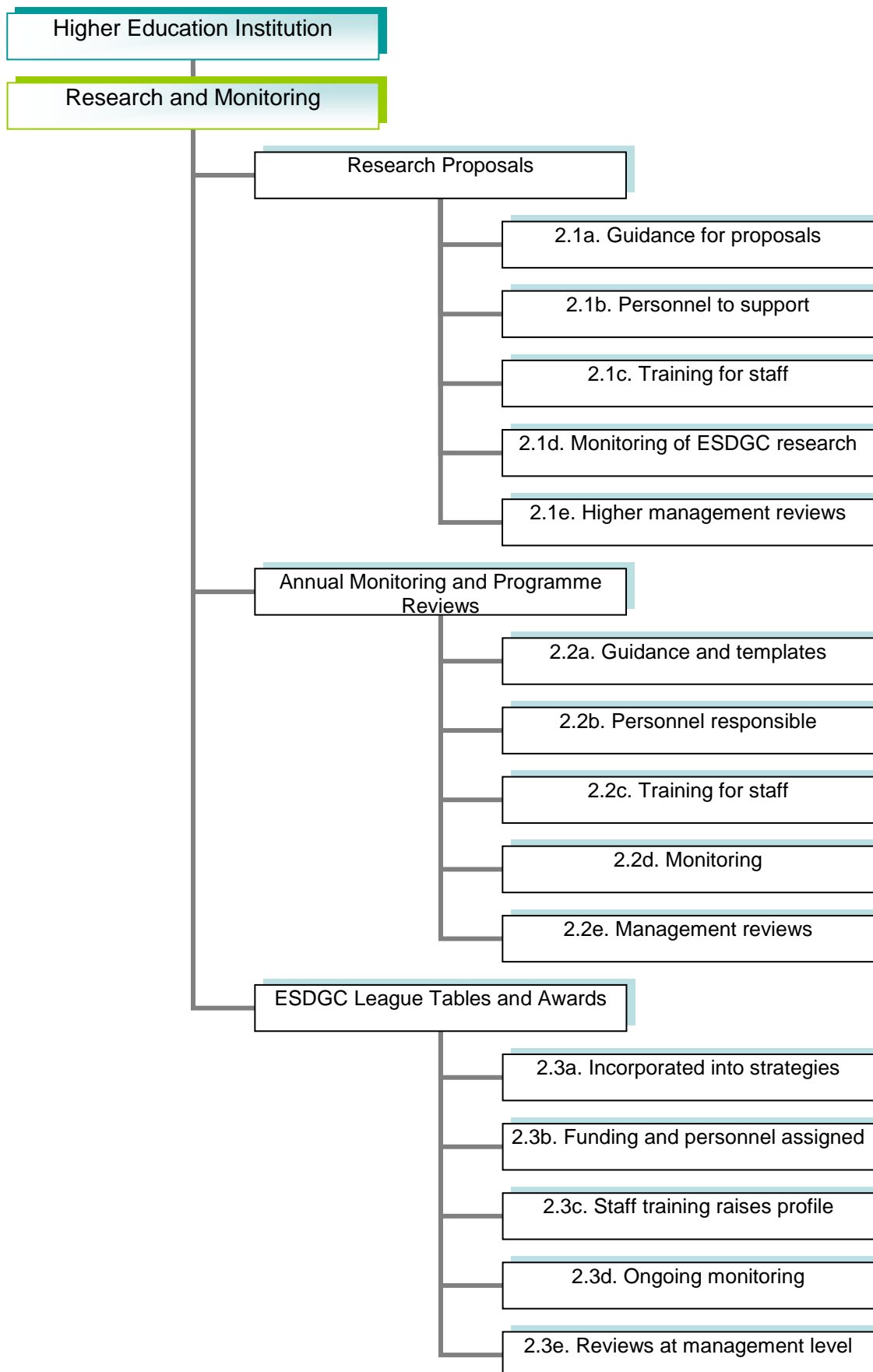


Figure 7. Research and Monitoring Level 2 sub-practices.

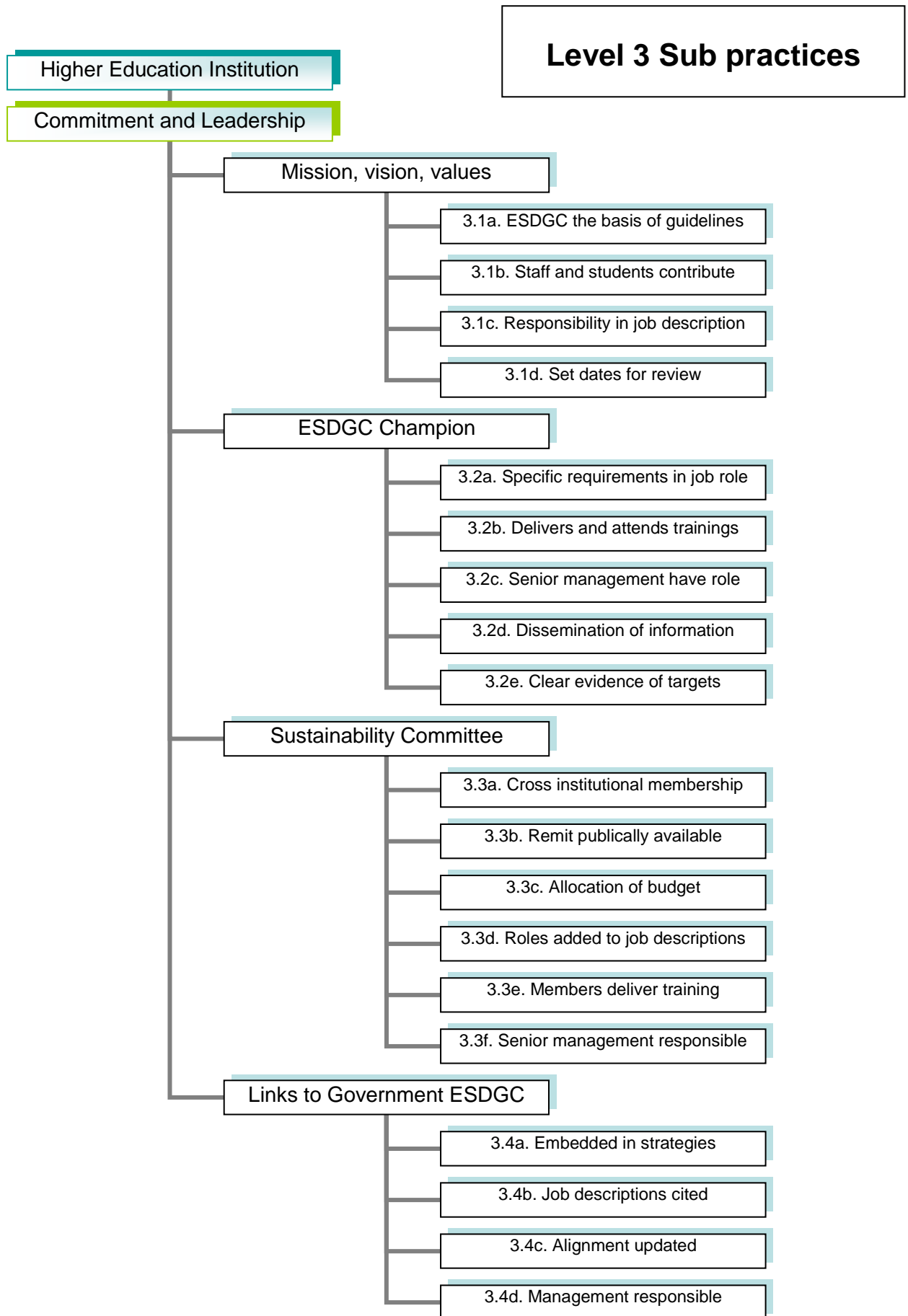


Figure 8. Commitment and Leadership Level 3 sub-practices.

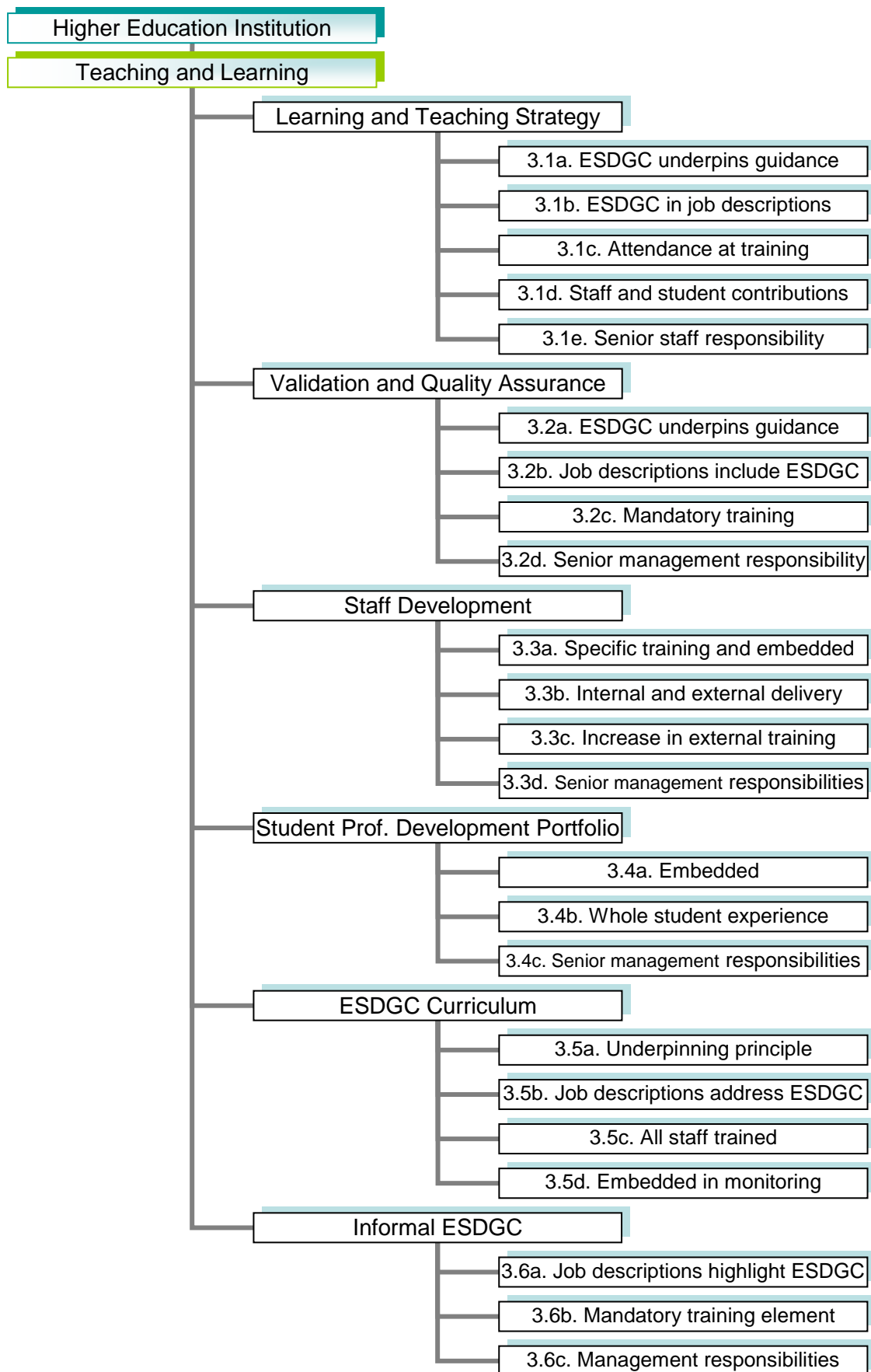


Figure 9. Teaching and Learning Level 3 sub-practices.

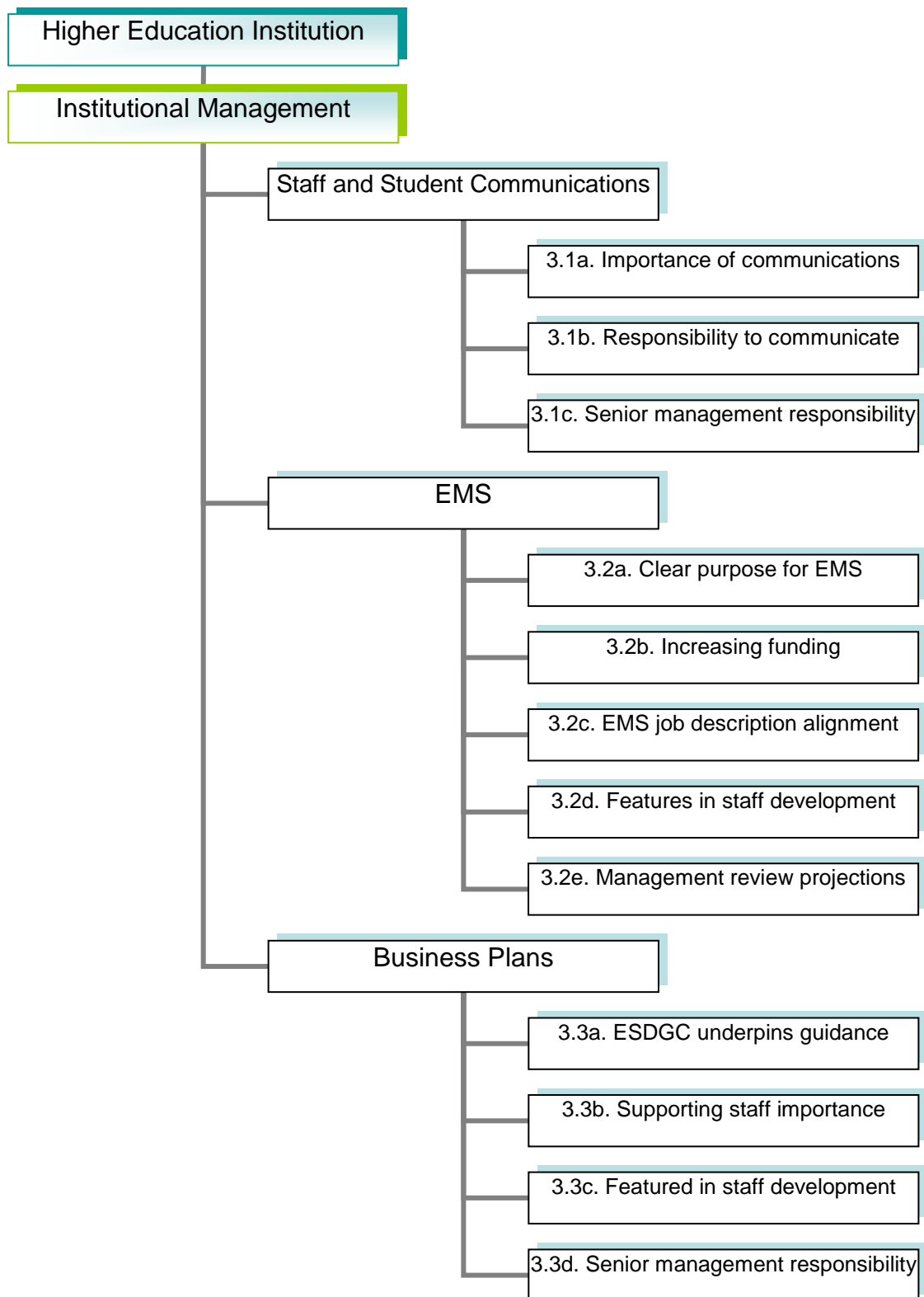


Figure 10. Institutional Management Level 3 sub-practices.

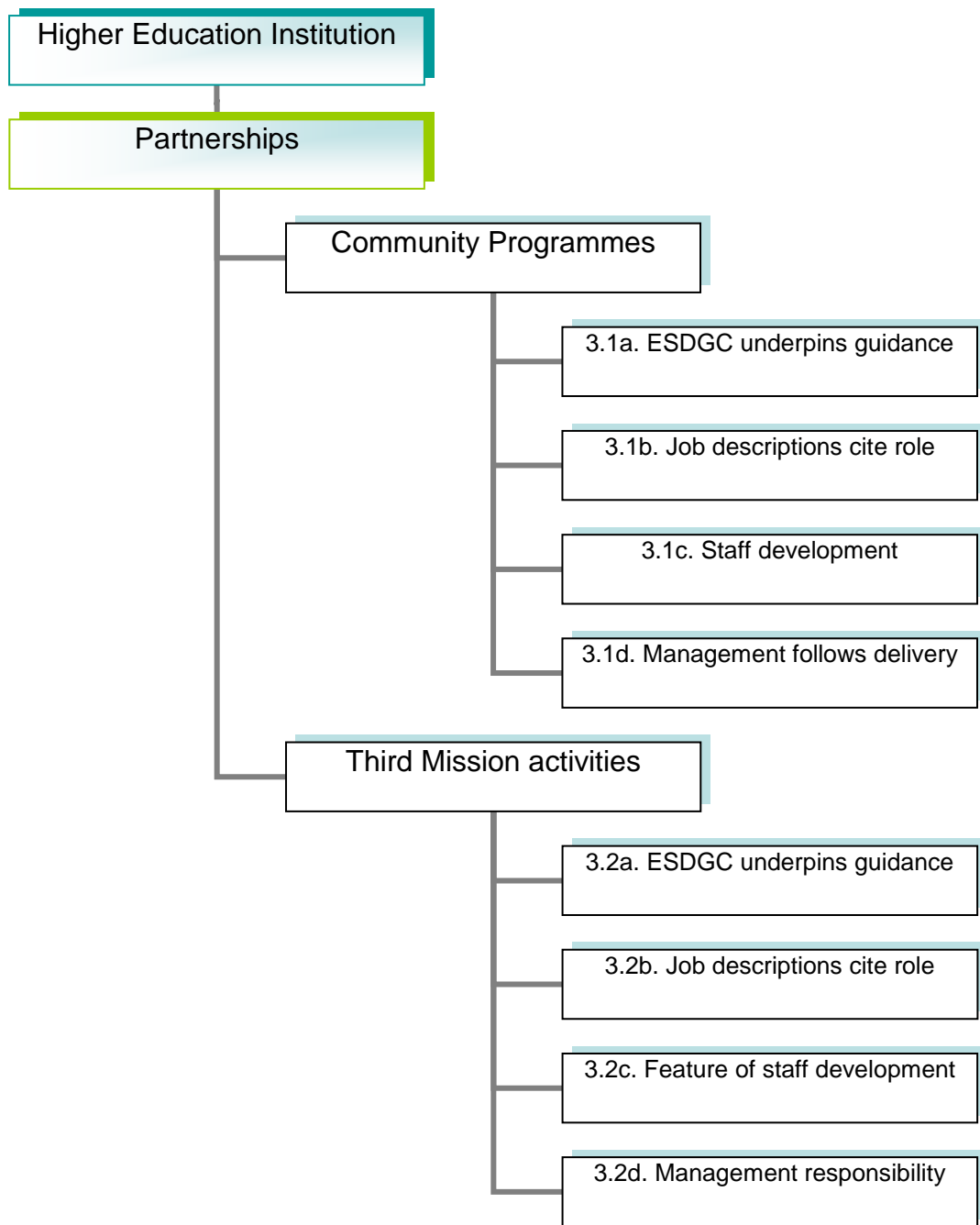


Figure 11. Partnerships Level 3 sub-practices.

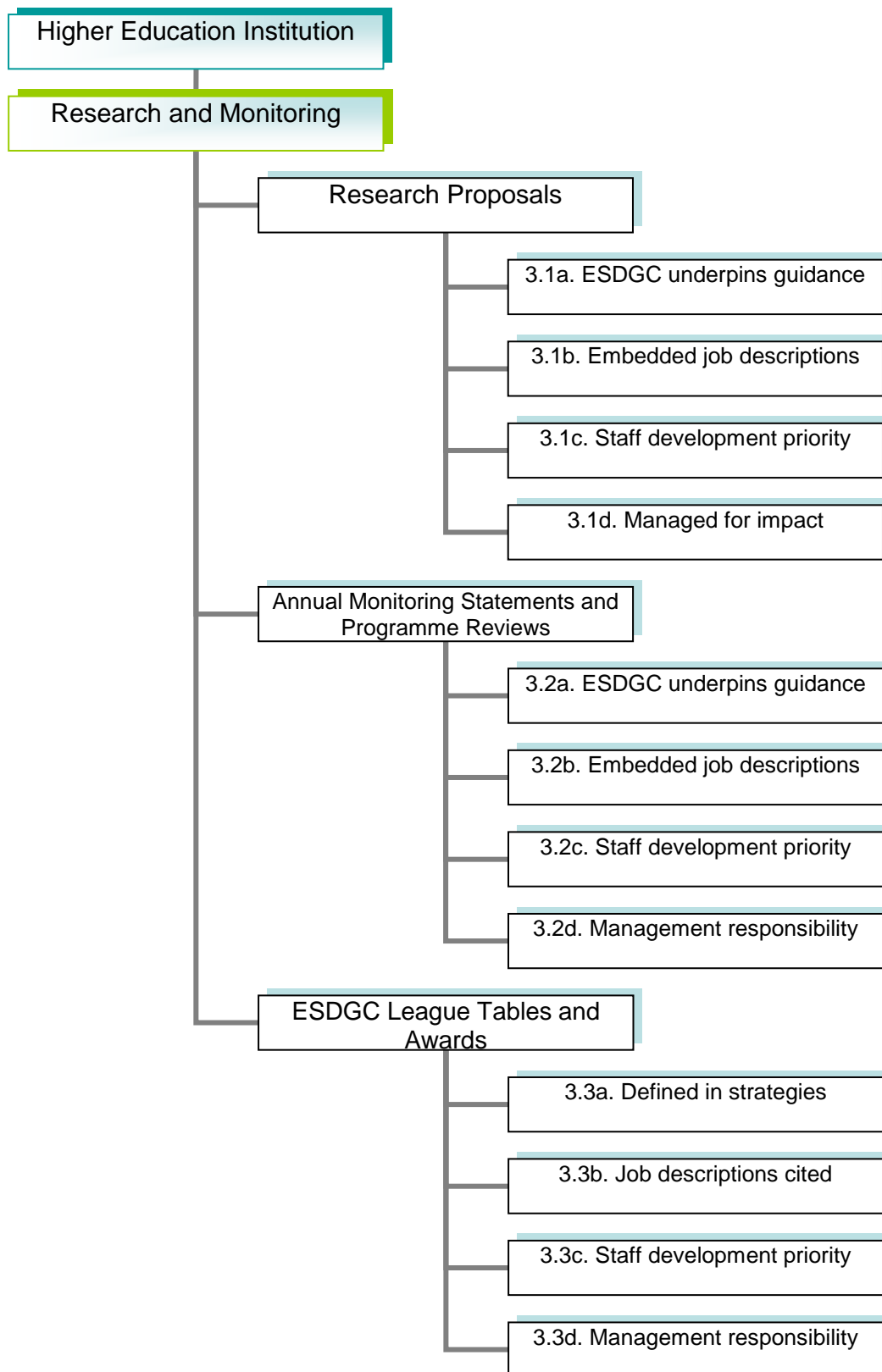
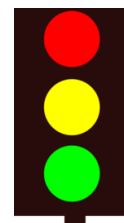


Figure 12. Research and Monitoring Level 3 sub-practices.

Level 2 summary

Institutionalise practices within the management (Generic Practice (GP) 2)

	No evidence or progress
	Some progress
	Achieved and ongoing

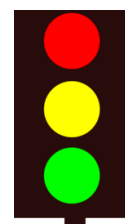


Commitment and Leadership		Progress
Specific Practices (SP)		
2.1	Mission / vision and values address ESDGC	
2.2	ESDGC champion embedded in institution's configuration	
2.3	ESDGC Sustainability committee embedded in institution's configuration	
2.4	Links incorporated in strategies and policies to government ESDGC priorities	
Teaching and Learning		
Specific Practices (SP)		
2.1	Learning and Teaching Strategy address ESDGC	
2.2	Validation and quality assurance address ESDGC	
2.3	Policy for ESDGC training and development for staff established and maintained	
2.4	Student Professional Development Portfolios have an ESDGC focus	
2.5	ESDGC within the curriculum is managed	
2.6	Informal ESDGC opportunities managed	
Institutional Management		
Specific Practices (SP)		
2.1	Effective staff and student communications for ESDGC are managed	
2.2	Environmental Management System (EMS) managed	
2.3	Business Plans address ESDGC	
Partnerships		
Specific Practices (SP)		
2.1	Community programmes and activities address ESDGC	
2.2	Third Mission activities address ESDGC	
Research and Monitoring		
Specific Practices (SP)		
2.1	Embedded ESDGC in research proposals	
2.2	Annual monitoring statements and programme reviews incorporate institutionalised ESDGC	
2.3	ESDGC league tables/awards embedded within institution's structure	

Level 2 detail

Sub-Practices required to institutionalise specific practices within the management

	No evidence or progress
	Some progress
	Achieved and ongoing



Commitment and Leadership Specific Practices		Progress
2.1	<i>Mission / vision and values address ESDGC</i>	
a	ESDGC is included in the institution's guidelines for generating and updating mission, vision and values statements	
b	A clear process exists for all staff and students to have input into the wording of mission, vision and values statements	
c	The generation or updating of mission, vision and value statements appears within specific staff members' job descriptions	
d	The mission, vision and values statements are reviewed at agreed intervals	
2.2	<i>ESDGC champion embedded in institution's configuration</i>	
a	ESDGC Champion formally incorporated into job description	
b	Champion attends ESDGC training events outside institution	
c	Champion has formal channels of communication to senior management, ESDGC appears on the agenda of planning and meeting structures	
d	Formal structure exists for ESDGC Champion to communicate activities with staff and students (web page, meeting minutes published)	
2.3	<i>ESDGC Sustainability committee embedded in institution's configuration</i>	
a	Sustainability Committee appears within the formal process for all institutional committees, with comparable configuration of membership	
b	Clear remit for the Sustainability Committee established	
c	Budget allocated to implement proposed initiatives from Sustainability Committee	
d	Roles allocated for members of the Sustainability Committee regarding initiatives and responsibilities remitted by the committee	
e	External training opportunities / conferences for Committee members utilised	
2.4	<i>Links incorporated in strategies and policies to government ESDGC priorities</i>	
a	Clear remit for all strategies, policies and initiatives to address Welsh Government priorities exists	
b	Responsibility allotted to particular personnel to ensure links to government ESDGC, and other priorities, evident in strategies	
c	Monitoring of links to government ESDGC priorities	
d	Procedure exists for existing links to government ESDGC priorities be reviewed by higher level management	

Teaching and Learning Specific Practices		Progress
2.1	<i>Learning and Teaching Strategy address ESDGC</i>	
a	Guidance for Learning and Teaching Strategy includes incorporation of ESDGC issues	
b	Particular personnel responsible for ensuring ESDGC addressed within Learning and Teaching Strategy	
c	Training (internal and external) provided for personnel responsible for ESDGC being addressed in Learning and Teaching	
d	Procedures in place for all staff and students to have input into content of Learning and Teaching Strategy or updates	
e	Mechanism exists for higher level management to review input of staff and students and situation of ESDGC within the Learning and Teaching Strategy	
2.2	<i>Validation and quality assurance address ESDGC</i>	
a	Validation and quality assurance support documentation/templates include guideline reference to ESDGC	
b	Responsibility assigned for ensuring ESDGC incorporated, from relevant teaching department through to quality assurance department	
c	Internal training provided for staff to ensure guidelines adhered to in completing above documentation	
d	Monitoring of ESDGC position within validation and quality assurance documentation	
e	Mechanism exists for position of ESDGC within validation and quality assurance to be reviewed by higher level management	
2.3	<i>Policy for ESDGC training and development for staff established and maintained</i>	
a	Clear institutional policy and requirement for ESDGC training for all members of staff during induction and ongoing staff development	
b	Institution has trained individual(s) to deliver ESDGC training to all staff	
c	Funds available for staff requiring external ESDGC training	
d	Monitoring of ESDGC training programme and achievements (uptake)	
e	Mechanism exists for ESDGC training programme to be reviewed at higher level management	
2.4	<i>Student Professional Development Portfolios have an ESDGC focus</i>	
a	Student Professional Development Portfolios include section requiring ESDGC to be addressed, activities undertaken, guidance included	
b	ESDGC programmed into student professional development formal and informal delivery	
c	Monitoring of ESDGC element of student professional development portfolios	
d	Mechanism exists for feedback of ESDGC element of the professional development portfolio to be reviewed by higher level management	
2.5	<i>ESDGC within the curriculum is managed</i>	
a	Strategy and policy clearly locates ESDGC within the curriculum	
b	Key personnel have responsibility for ESDGC incorporation within the curriculum	
c	Ongoing training (internal and external) for personnel responsible for ESDGC within the curriculum	
d	ESDGC included in course evaluation process	
e	Monitoring of ESDGC within the curriculum	
f	Inclusion of ESDGC on agenda when reviewing and updating university's programme portfolio	

2.6	<i>Informal ESDGC opportunities managed</i>	
a	Clear remit within main strategies, such as Strategic Plan, Learning and Teaching Strategy, providing the opportunity for engagement with ESDGC informally	
b	Within departments, such as accommodation, catering and estates, personnel with responsibility for informal ESDGC engagement for staff and students	
c	ESDGC staff training includes opportunities for the ESDGC informal curriculum to be delivered	
d	Clear channels of communication from departments to sustainability champion and sustainability committee and vice versa (e.g. representatives on committee)	
e	Monitoring of informal engagement projects ongoing, providing feedback for improvements and new ideas	
f	Where feasible informal initiatives evaluated annually and reported to sustainability committee and other higher level management structures	
Institutional Management Specific Practices		Progress
2.1	<i>Effective staff and student communications for ESDGC are managed</i>	
a	Approaches and methods of staff and student communications included within organisational strategies	
b	Appropriate methods of communications utilised regularly	
c	Identified personnel have direct responsibility to communicate ESDGC information to staff, students and wider community	
d	Appropriate training available for web site dissemination of information or newsletter publication, clear links with marketing department exist	
e	Opportunity exists for all to contribute to the ESDGC information communicated	
f	Monitoring of communications used to ensure engagement with ESDGC and higher level management informed of methods and uptake	
2.2	<i>Environmental Management System (EMS) managed</i>	
a	EMS features within organisational policies	
b	Funding and staff allocated to ensure adequate provision for EMS	
c	Personnel assigned responsibility for EMS	
d	Ongoing training for implementing the EMS involves expanding the personnel engaged with the process	
e	Auditing and monitoring of performance against projections and targets for EMS	
f	Higher level management receives reviews of the activities and status of EMS situation at periodic intervals	
2.3	<i>Business Plans address ESDGC</i>	
a	Guidance and template documents for business proposals and plans involving the institution incorporate ESDGC	
b	Key personnel available to support staff to address ESDGC within any business plan proposals	
c	Training element exists within staff development programme addressing incorporation of ESDGC in business plans	
d	Monitoring of business plans to fruition includes ESDGC	
e	Mechanism exists for ESDGC outcomes of business plans to be reviewed by higher level management	

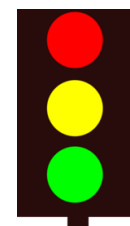
Partnerships Specific Practices		Progress
2.1	<i>Community programmes and activities address ESDGC</i>	
a	Guidance and template documents for community programmes and activities incorporate ESDGC	
b	Key personnel available to support staff in addressing ESDGC in community programmes and activities	
c	Training element exists within staff development programme addressing incorporation of ESDGC in community programmes and activities	
d	Monitoring of community programmes addresses ESDGC	
e	Mechanism exists for ESDGC outcomes of community programmes to be reviewed by higher level management	
2.2	<i>Third Mission activities address ESDGC</i>	
a	Guidance and template documents for Third Mission activities incorporate ESDGC	
b	Key personnel available to support staff in addressing ESDGC in Third Mission activities	
c	Training element exists within staff development programme addressing incorporation of ESDGC in Third Mission activities	
d	Monitoring of Third Mission activities addresses ESDGC	
e	Mechanism exists for ESDGC outcomes of Third Mission activities to be reviewed by higher level management	
Research and Monitoring Specific Practices		Progress
2.1	<i>Embedded ESDGC in research proposals</i>	
a	Guidance and template documents for research proposals include ESDGC	
b	Key personnel available to support staff in incorporating ESDGC in research proposals	
c	Training opportunity within staff development programme to address inclusion of ESDGC in research	
d	Monitoring of research addresses ESDGC approaches and context	
e	Mechanism exists for ESDGC approaches and agenda incorporated within research be reviewed by higher level management	
2.2	<i>Annual monitoring statements and programme reviews incorporate institutionalised ESDGC</i>	
a	Guidance and template documents for annual monitoring statements and programme reviews include addressing ESDGC	
b	Key personnel available to support staff in addressing ESDGC in annual monitoring statements and programme reviews	
c	Training available within staff development programme to address inclusion of ESDGC approaches and agenda within annual monitoring statements and programme reviews	
d	Monitoring of annual monitoring statements and programme reviews addresses ESDGC approaches and context	
e	Procedures exist for ESDGC approaches and agenda incorporated within annual monitoring statements and programme reviews be reviewed by higher level management	
2.3	<i>ESDGC league tables/awards embedded within institution's structure</i>	
a	Institutional policies, such as Strategic Plan, Learning and Teaching Strategy and Estates Strategy, incorporate ESDGC league tables and relevant awards	
b	Funding and personnel are allocated to prioritising completion of ESDGC league	

	tables and awards	
c	Staff development training raises staff awareness of the expectations and role of ESDGC league tables and awards for the institution	
d	Ongoing monitoring of performance in ESDGC league tables and awards against set targets	
e	Procedures in place to review ESDGC league tables and awards performance with higher level management	

Level 3 summary

Define processes across the institution (Generic Practice (GP) 3)

	No evidence or progress
	Some progress
	Achieved and ongoing

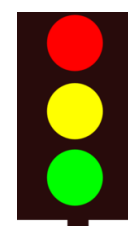


Commitment and Leadership		Progress
Specific Practices (SP)		
3.1	Mission / vision and values are defined with ESDGC as their underlying principles	
3.2	ESDGC champion embedded and clearly defined within institution's infrastructure	
3.3	ESDGC Sustainability committee embedded and clearly defined within the institution's infrastructure	
3.4	Links to government ESDGC priorities embedded across the institution	
Teaching and Learning		
Specific Practices (SP)		
3.1	ESDGC embedded within Learning and Teaching Strategy	
3.2	ESDGC embedded within validation and quality assurance processes	
3.3	Policy for ESDGC training and development for all staff embedded within the staff development programme	
3.4	ESDGC embedded within the Student Professional Development Portfolios	
3.5	ESDGC within the curriculum is managed and defined	
3.6	Informal ESDGC opportunities managed and defined	
Institutional Management		
Specific Practices (SP)		
3.1	Effective staff and student communications for ESDGC managed and defined	
3.2	Environmental Management System managed and defined	
3.3	ESDGC defined in Business Plans	
Partnerships		
Specific Practices (SP)		
3.1	Community programmes and activities embed ESDGC	
3.2	Third Mission activities embed ESDGC	
Research and Monitoring		
Specific Practices (SP)		
3.1	ESDGC defined in research proposals	
3.2	ESDGC embedded within annual monitoring statements and programme reviews	
3.3	ESDGC league tables/awards managed and defined within institution's structure	

Level 3 detail

**Sub practices required to define processes
across the institution**

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Commitment and Leadership Specific Practices		Progress
3.1	<i>Mission / vision and values are defined with ESDGC as their underlying principles</i>	
a	ESDGC forms the basis of the institution's guidelines for generating and updating mission, vision and values statements	
b	Staff and students contribute to the wording of mission, vision and values statements	
c	The generation or updating of mission, vision and value statements is conducted by staff with clear responsibility, stated in job specification, for facilitating the process	
d	The mission, vision and values statements are reviewed at agreed intervals	
3.2	<i>ESDGC champion embedded and clearly defined within institution's infrastructure</i>	
a	ESDGC Champion's specific requirements clearly stipulated in job description	
b	Champion attends and delivers at ESDGC training events both internally and externally	
c	Senior management personnel identified with responsibility for ESDGC, direct communication with Champion, ESDGC is a standing item on all management planning agendas	
d	Dissemination of ESDGC information takes place, directly from ESDGC Champion achieved via dedicated web pages, and/or newsletter column	
e	Clear evidence of activity, targets and progress by the ESDGC Champion visible in institutional materials, such as strategy documents, web pages and marketing information, including targets for presented and continually updated	
3.3	<i>ESDGC Sustainability committee embedded and clearly defined within the institution's infrastructure</i>	
a	Sustainability Committee membership cross institutional, frequency of meetings comparable with other committees	
b	Remit for the Sustainability Committee established, available publicly and updated when required	
c	Budget allocated to implement proposed initiatives from Sustainability Committee	
d	Roles and responsibility allocated to members of the Sustainability Committee are formally added to job description roles	
e	Several committee members attend external training opportunities / conferences as participants and presenters	
f	Senior management personnel identified with direct responsibility for the Sustainability Committee, monitoring targets and goals and ensuring dissemination	
3.4	<i>Links to government ESDGC priorities embedded across the institution</i>	
a	Remit to links to government ESDGC priorities embedded within all strategy, policy and initiatives guidance	
b	Links to government ESDGC priorities defined within job responsibilities for certain personnel	

c	Monitoring and review of alignment to government ESDGC priorities updated	
d	Senior management personnel identified with clear responsibility for monitoring and reviewing links to government ESDGC priorities	
Teaching and Learning Specific Practices		Progress
3.1	<i>ESDGC embedded within Learning and Teaching Strategy</i>	
a	ESDGC issues underpin guidance for Learning and Teaching Strategy content	
b	Job description roles clearly state direct responsibility for ESDGC content within the Learning and Teaching Strategy	
c	Personnel with the Learning and Teaching Strategy responsibility attend internal and external ESDGC training events	
d	Staff and students participant in contributing to the content of the Learning and Teaching Strategy via a clear, open and accessible process	
e	Specific senior management personnel responsible for reviewing staff and student contributions	
3.2	<i>ESDGC embedded within validation and quality assurance processes</i>	
a	ESDGC content and guidance underpins support documentation for validation and quality assurance processes	
b	Job description roles specify personnel with ESDGC responsibility within the validation and quality assurance processes	
c	Mandatory training for all personnel regarding ESDGC inclusion within all relevant institutional documentation	
d	Senior management personnel have responsibility for ESDGC within validation and quality assurance processes, reviewing and monitoring inclusion and embedding of ESDGC	
3.3	<i>Policy for ESDGC training and development for all staff embedded within the staff development programme</i>	
a	Staff development training programme includes specific ESDGC training as well as embedded ESDGC within other modules, mandatory for all staff	
b	The provision of ESDGC staff training undertaken by both internal and external delivery	
c	Increase in numbers of personnel requesting and undertaking external ESDGC training	
d	Senior management personnel responsible for monitoring and reviewing staff uptake and delivery of ESDGC training	
3.4	<i>ESDGC embedded within the Student Professional Development Portfolios</i>	
a	Clear guidance for ESDGC agenda to be addressed within all sections of the student professional development portfolio, embedded, not as an 'add-on'	
b	ESDGC embedded across the curriculum, including specific mandatory modules, addressed within subject specific modules and incorporated within all clubs and societies	
c	Senior management personnel with responsibility to monitor and review inclusion of ESDGC within all sections of the student professional development portfolio	
3.5	<i>ESDGC within the curriculum is managed and defined</i>	
a	ESDGC major underpinning principle for all curriculum, as stated in strategy and policy	
b	All appropriate job description roles include responsibility for incorporating ESDGC within all curricula, with some management positions expanding the responsibility	
c	Training provided and undertaken by all staff to ensure ESDGC is addressed within curriculum	
d	ESDGC embedded within the monitoring and review process, with senior management personnel having direct responsibility for ensuring ESDGC	

	curriculum content incorporated	
3.6	<i>Informal ESDGC opportunities managed and defined</i>	
a	Informal ESDGC opportunities highlighted within specific job description roles, such as accommodation, catering and estates	
b	Delivering the informal ESDGC curricula performs a mandatory element of the ESDGC staff training programme	
c	Senior management personnel with responsibility for monitoring and reviewing informal ESDGC opportunities	
Institutional Management Specific Practices		Progress
3.1	<i>Effective staff and student communications for ESDGC managed and defined</i>	
a	Organisational strategies prioritise importance of clear staff and student communications	
b	Specific job description roles identify clear responsibility for communicating ESDGC information to staff, students and the wider community	
c	Senior management personnel responsible for monitoring and reviewing communications procedures	
3.2	<i>Environmental Management System managed and defined</i>	
a	Clear purpose for EMS defined within appropriate strategies	
b	Funding and staff allocation to ensure implementation of EMS increasing	
c	Specific job description roles identify responsibility for EMS alignment when appropriate	
d	Implementing EMS successfully features within the staff development programme delivery	
e	Senior management personnel with responsibility for effective monitoring and reviewing of EMS progress against projections	
3.3	<i>ESDGC defined in Business Plans</i>	
a	ESDGC guidance underpins guidance for business plans, both specifically and implicitly	
b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within any business plan proposal	
c	Incorporating ESDGC successfully within business plans features within the staff development programme delivery	
d	Senior management personnel with responsibility to oversee ESDGC incorporation within business plans and monitor outcomes once plans come to fruition	
Partnerships Specific Practices		Progress
3.1	<i>Community programmes and activities embed ESDGC</i>	
a	ESDGC guidance underpins guidance for community programmes and activities, both specifically and implicitly	
b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within community programmes and activities	
c	Incorporating ESDGC successfully within community programmes and activities features within the staff development programme delivery	
d	Senior management personnel with responsibility to oversee ESDGC incorporation within community programmes and activities and monitor outcomes following delivery of initiatives	
3.2	<i>Third Mission activities embed ESDGC</i>	
a	ESDGC guidance underpins guidance for Third Mission activities, both specifically and implicitly	

b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within Third Mission activities	
c	Incorporating ESDGC successfully within Third Mission activities features within the staff development programme delivery	
d	Senior management personnel with responsibility to oversee ESDGC incorporation within Third Mission activities and monitor outcomes following implementation	
Research and Monitoring Specific Practices		Progress
3.1	<i>ESDGC defined in research proposals</i>	
a	ESDGC guidance underpins guidance for research proposals, both specifically and implicitly	
b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within research proposals	
c	Incorporating ESDGC successfully within research proposals included in the staff development programme delivery	
d	Senior management personnel with responsibility to oversee ESDGC incorporation within research proposals and research activities, and monitor outcomes and impact	
3.2	<i>ESDGC embedded within annual monitoring statements and programme reviews</i>	
a	ESDGC guidance underpins guidance for annual monitoring statements and programme reviews, both specifically and implicitly	
b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within annual monitoring statements and programme reviews	
c	Incorporating ESDGC successfully within annual monitoring statements and programme reviews included in the staff development programme delivery	
d	Senior management personnel with responsibility to oversee ESDGC incorporation within annual monitoring statements and programme reviews	
3.3	<i>ESDGC league tables/awards managed and defined within institution's structure</i>	
a	ESDGC league tables and awards defined within institutional strategies and policies	
b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC league table and award criteria are addressed	
c	Addressing the requirements for ESDGC league tables and related awards included in the staff development programme delivery	
d	Senior management personnel with responsibility to oversee ESDGC league tables and awards submissions, monitor outcomes and review progress and achievements	

Level 2 reporting templates

Commitment and Leadership

Key Process Area: Commitment and Leadership

Generic Practice (GP) 2: Institutionalise practices within the management

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of institutionalisation of the practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 2.1: Mission / vision and values address ESDGC

	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
2.1a	ESDGC is included in the institution's guidelines for generating and updating mission, vision and values statements			
2.1b	A clear process exists for all staff and students to have input into the wording of mission, vision and values statements			
2.1c	The generation or updating of mission, vision and value statements appears within specific staff members' job descriptions			
2.1d	The mission, vision and values statements are reviewed at agreed intervals			
2.1e	ESDGC is included in the institution's guidelines for generating and updating mission, vision and values statements			

Specific Practice (SP) 2.2: ESDGC champion embedded in institution's configuration				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.2a	ESDGC Champion formally incorporated into job description			
2.2b	Champion attends ESDGC training events outside institution			
2.2c	Champion has formal channels of communication to senior management, ESDGC appears on the agenda of planning and meeting structures			
2.2d	Formal structure exists for ESDGC Champion to communicate activities with staff and students (web page, meeting minutes published)			
Specific Practice (SP) 2.3: ESDGC Sustainability committee embedded in institution's configuration				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.3a	Sustainability Committee appears within the formal process for all institutional committees, with comparable configuration of membership			
2.3b	Clear remit for the Sustainability Committee established			
2.3c	Budget allocated to implement proposed initiatives from Sustainability Committee			

2.3d	Roles allocated for members of the Sustainability Committee regarding initiatives and responsibilities remitted by the committee			
2.3e	External training opportunities / conferences for Committee members utilised			
Specific Practice (SP) 2.4: Links incorporated in strategies and policies to government ESDGC priorities				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.4a	Clear remit for all strategies, policies and initiatives to address Welsh Government priorities exists			
2.4b	Responsibility allotted to particular personnel to ensure links to government ESDGC, and other priorities, evident in strategies			
2.4c	Monitoring of links to government ESDGC priorities			
2.4d	Procedure exists for existing links to government ESDGC priorities be reviewed by higher level management			

Teaching and Learning

Key Process Area: Teaching and Learning

Generic Practice (GP) 2: Institutionalise practices within the management

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of institutionalisation of the practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 2.1: Learning and Teaching Strategy address ESDGC				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
2.1a	Guidance for Learning and Teaching Strategy includes incorporation of ESDGC issues			
2.1b	Particular personnel responsible for ensuring ESDGC addressed within Learning and Teaching Strategy			
2.1c	Training (internal and external) provided for personnel responsible for ESDGC being addressed in Learning and Teaching			
2.1d	Procedures in place for all staff and students to have input into content of Learning and Teaching Strategy or updates			

Specific Practice (SP) 2.2: Validation and quality assurance address ESDGC				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.2a	Validation and quality assurance support documentation/templates include guideline reference to ESDGC			
2.2b	Responsibility assigned for ensuring ESDGC incorporated, from relevant teaching department through to quality assurance department			
2.2c	Internal training provided for staff to ensure guidelines adhered to in completing above documentation			
2.2d	Monitoring of ESDGC position within validation and quality assurance documentation			
2.2e	Mechanism exists for position of ESDGC within validation and quality assurance to be reviewed by higher level management			
2.2f	Validation and quality assurance support documentation/templates include guideline reference to ESDGC			

Specific Practice (SP) 2.3: Policy for ESDGC training and development for staff established and maintained				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.3a	Clear institutional policy and requirement for ESDGC training for all members of staff during induction and ongoing staff development			
2.3b	Institution has trained individual(s) to deliver ESDGC training to all staff			
2.3c	Funds available for staff requiring external ESDGC training			
2.3d	Monitoring of ESDGC training programme and achievements (uptake)			
2.3e	Mechanism exists for ESDGC training programme to be reviewed at higher level management			
Specific Practice (SP) 2.4: Student Professional Development Portfolios have an ESDGC focus				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.4a	Student Professional Development Portfolios include section requiring ESDGC to be addressed, activities undertaken, guidance included			
2.4b	ESDGC programmed into student professional development formal and informal delivery			

2.4c	Monitoring of ESDGC element of student professional development portfolios			
2.4d	Mechanism exists for feedback of ESDGC element of the professional development portfolio to be reviewed by higher level management			
Specific Practice (SP) 2.5: ESDGC within the curriculum is managed				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.5a	Strategy and policy clearly locates ESDGC within the curriculum			
2.5b	Key personnel have responsibility for ESDGC incorporation within the curriculum			
2.5c	Ongoing training (internal and external) for personnel responsible for ESDGC within the curriculum			
2.5d	ESDGC included in course evaluation process			
2.5e	Monitoring of ESDGC within the curriculum			
2.5f	Inclusion of ESDGC on agenda when reviewing and updating university's programme portfolio			

Specific Practice (SP) 2.6: Informal ESDGC opportunities managed				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.6a	Clear remit within main strategies, such as Strategic Plan, Learning and Teaching Strategy, providing the opportunity for engagement with ESDGC informally			
2.6b	Within departments, such as accommodation, catering and estates, personnel with responsibility for informal ESDGC engagement for staff and students			
2.6c	ESDGC staff training includes opportunities for the ESDGC informal curriculum to be delivered			
2.6d	Clear channels of communication from departments to sustainability champion and sustainability committee and vice versa (e.g. representatives on committee)			
2.6e	Monitoring of informal engagement projects ongoing, providing feedback for improvements and new ideas			
2.6f	Where feasible informal initiatives evaluated annually and reported to sustainability committee and other higher level management structures			

Institutional Management

Key Process Area: Institutional Management

Generic Practice (GP) 2: Institutionalise practices within the management

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of institutionalisation of the practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 2.1: Effective staff and student communications for ESDGC are managed				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
2.1a	Approaches and methods of staff and student communications included within organisational strategies			
2.1b	Appropriate methods of communications utilised regularly			
2.1c	Identified personnel have direct responsibility to communicate ESDGC information to staff, students and wider community			
2.1d	Appropriate training available for web site dissemination of information or newsletter publication, clear links with marketing department exist			
2.1e	Opportunity exists for all to contribute to the ESDGC information communicated			
2.1f	Monitoring of communications used to ensure engagement			

	with ESDGC and higher level management informed of methods and uptake			
Specific Practice (SP) 2.2: Environmental Management System (EMS) managed				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.2a	EMS features within organisational policies			
2.2b	Funding and staff allocated to ensure adequate provision for EMS			
2.2c	Personnel assigned responsibility for EMS			
2.2d	Ongoing training for implementing the EMS involves expanding the personnel engaged with the process			
2.2e	Auditing and monitoring of performance against projections and targets for EMS			
2.2f	Higher level management receives reviews of the activities and status of EMS situation at periodic intervals			
Specific Practice (SP) 2.3: Business Plans address ESDGC				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.3a	Guidance and template documents for business proposals and plans involving the institution incorporate ESDGC			
2.3b	Key personnel available to support staff to address ESDGC within any business			

	plan proposals			
2.3c	Training element exists within staff development programme addressing incorporation of ESDGC in business plans			
2.3d	Monitoring of business plans to fruition includes ESDGC			
2.3e	Mechanism exists for ESDGC outcomes of business plans to be reviewed by higher level management			

Partnerships

Key Process Area: Partnerships

Generic Practice (GP) 2: Institutionalise practices within the management

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of institutionalisation of the practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 2.1: Community programmes and activities address ESDGC				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
2.1a	Guidance and template documents for community programmes and activities incorporate ESDGC			
2.1b	Key personnel available to support staff in addressing ESDGC in community programmes and activities			
2.1c	Training element exists within staff development programme addressing incorporation of ESDGC in community programmes and activities			
2.1d	Monitoring of community programmes addresses ESDGC			
2.1e	Mechanism exists for ESDGC outcomes of community programmes to be reviewed by higher level management			

Specific Practice (SP) 2.2: Third Mission activities address ESDGC				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.2a	Guidance and template documents for Third Mission activities incorporate ESDGC			
2.2b	Key personnel available to support staff in addressing ESDGC in Third Mission activities			
2.2c	Training element exists within staff development programme addressing incorporation of ESDGC in Third Mission activities			
2.2d	Monitoring of Third Mission activities addresses ESDGC			
2.2e	Mechanism exists for ESDGC outcomes of Third Mission activities to be reviewed by higher level management			

Research and Monitoring

Key Process Area: Research and Monitoring

Generic Practice (GP) 2: Institutionalise practices within the management

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of institutionalisation of the practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 2.1: Embedded ESDGC in research proposals				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
2.1a	Guidance and template documents for research proposals include ESDGC			
2.1b	Key personnel available to support staff in incorporating ESDGC in research proposals			
2.1c	Training opportunity within staff development programme to address inclusion of ESDGC in research			
2.1d	Monitoring of research addresses ESDGC approaches and context			
2.1e	Mechanism exists for ESDGC approaches and agenda incorporated within research be reviewed by higher level management			

Specific Practice (SP) 2.2: Annual monitoring statements and programme reviews incorporate institutionalised ESDGC				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.2a	Guidance and template documents for annual monitoring statements and programme reviews include addressing ESDGC			
2.2b	Key personnel available to support staff in addressing ESDGC in annual monitoring statements and programme reviews			
2.2c	Training available within staff development programme to address inclusion of ESDGC approaches and agenda within annual monitoring statements and programme reviews			
2.2d	Monitoring of annual monitoring statements and programme reviews addresses ESDGC approaches and context			
2.2e	Procedures exist for ESDGC approaches and agenda incorporated within annual monitoring statements and programme reviews be reviewed by higher level management			

Specific Practice (SP) 2.3: ESDGC league tables/awards embedded within institution's structure				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
2.3a	Institutional policies, such as Strategic Plan, Learning and Teaching Strategy and Estates Strategy, incorporate ESDGC league tables and relevant awards			
2.3b	Funding and personnel are allocated to prioritising completion of ESDGC league tables and awards			
2.3c	Staff development training raises staff awareness of the expectations and role of ESDGC league tables and awards for the institution			
2.3d	Ongoing monitoring of performance in ESDGC league tables and awards against set targets			
2.3e	Procedures in place to review ESDGC league tables and awards performance with higher level management			

Level 3 reporting templates

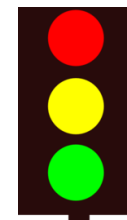
Commitment and Leadership

Key Process Area: Commitment and Leadership

Generic Practice (GP) 3: Define processes across the institution

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of managing and defining practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 3.1: Mission / vision and values are defined with ESDGC as their underlying principles

	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
3.1a	ESDGC forms the basis of the institution's guidelines for generating and updating mission, vision and values statements			
3.1b	Staff and students contribute to the wording of mission, vision and values statements			
3.1c	The generation or updating of mission, vision and value statements is conducted by staff with clear responsibility, stated in job specification, for facilitating the process			
3.1d	The mission, vision and values statements are reviewed at agreed intervals			

Specific Practice (SP) 3.2: ESDGC champion embedded and clearly defined within institution's infrastructure				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.2a	ESDGC Champion's specific requirements clearly stipulated in job description			
3.2b	Champion attends and delivers at ESDGC training events both internally and externally			
3.2c	Senior management personnel identified with responsibility for ESDGC, direct communication with Champion, ESDGC is a standing item on all management planning agendas			
3.2d	Dissemination of ESDGC information takes place, directly from ESDGC Champion achieved via dedicated web pages, and/or newsletter column			
3.2e	Clear evidence of activity, targets and progress by the ESDGC Champion visible in institutional materials, such as strategy documents, web pages and marketing information, including targets for presented and continually updated			

Specific Practice (SP) 3.3: ESDGC Sustainability committee embedded and clearly defined within the institution's infrastructure				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.3a	Sustainability Committee membership cross institutional, frequency of meetings comparable with other committees			
3.3b	Remit for the Sustainability Committee established, available publicly and updated when required			
3.3c	Budget allocated to implement proposed initiatives from Sustainability Committee			
3.3d	Roles and responsibility allocated to members of the Sustainability Committee are formally added to job description roles			
3.3e	Several committee members attend external training opportunities / conferences as participants and presenters			
3.3f	Senior management personnel identified with direct responsibility for the Sustainability Committee, monitoring targets and goals and ensuring dissemination			

Specific Practice (SP) 3.4: Links to government ESDGC priorities embedded across the institution				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.4a	Remit to links to government ESDGC priorities embedded within all strategy, policy and initiatives guidance			
3.4b	Links to government ESDGC priorities defined within job responsibilities for certain personnel			
3.4c	Monitoring and review of alignment to government ESDGC priorities updated			
3.4d	Senior management personnel identified with clear responsibility for monitoring and reviewing links to government ESDGC priorities			

Teaching and Learning

Key Process Area: Teaching and Learning

Generic Practice (GP) 3: Define processes across the institution

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of managing and defining practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 3.1: ESDGC embedded within Learning and Teaching Strategy				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
3.1a	ESDGC issues underpin guidance for Learning and Teaching Strategy content			
3.1b	Job description roles clearly state direct responsibility for ESDGC content within the Learning and Teaching Strategy			
3.1c	Personnel with the Learning and Teaching Strategy responsibility attend internal and external ESDGC training events			
3.1d	Staff and students participant in contributing to the content of the Learning and Teaching Strategy via a clear, open and accessible process			

3.1e	Specific senior management personnel responsible for reviewing staff and student contributions			
Specific Practice (SP) 3.2: ESDGC embedded within validation and quality assurance processes				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.2a	ESDGC content and guidance underpins support documentation for validation and quality assurance processes			
3.2b	Job description roles specify personnel with ESDGC responsibility within the validation and quality assurance processes			
3.2c	Mandatory training for all personnel regarding ESDGC inclusion within all relevant institutional documentation			
3.2d	Senior management personnel have responsibility for ESDGC within validation and quality assurance processes, reviewing and monitoring inclusion and embedding of ESDGC			

Specific Practice (SP) 3.3: Policy for ESDGC training and development for all staff embedded within the staff development programme				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.3a	Staff development training programme includes specific ESDGC training as well as embedded ESDGC within other modules, mandatory for all staff			
3.3b	The provision of ESDGC staff training undertaken by both internal and external delivery			
3.3c	Increase in numbers of personnel requesting and undertaking external ESDGC training			
3.3d	Senior management personnel responsible for monitoring and reviewing staff uptake and delivery of ESDGC training			
Specific Practice (SP) 3.4: ESDGC embedded within the Student Professional Development Portfolios				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.4a	Clear guidance for ESDGC agenda to be addressed within all sections of the student professional development portfolio, embedded, not as an 'add-on'			
3.4b	ESDGC embedded across the curriculum, including specific mandatory modules, addressed within subject specific modules and incorporated within all clubs and societies			

3.4c	Senior management personnel with responsibility to monitor and review inclusion of ESDGC within all sections of the student professional development portfolio			
Specific Practice (SP) 3.5: ESDGC within the curriculum is managed and defined				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.5a	ESDGC major underpinning principle for all curriculum, as stated in strategy and policy			
3.5b	All appropriate job description roles include responsibility for incorporating ESDGC within all curricula, with some management positions expanding the responsibility			
3.5c	Training provided and undertaken by all staff to ensure ESDGC is addressed within curriculum			
3.5d	ESDGC embedded within the monitoring and review process, with senior management personnel having direct responsibility for ensuring ESDGC curriculum content incorporated			

Specific Practice (SP) 3.6: Informal ESDGC opportunities managed and defined				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.6a	Informal ESDGC opportunities highlighted within specific job description roles, such as accommodation, catering and estates			
3.6b	Delivering the informal ESDGC curricula performs a mandatory element of the ESDGC staff training programme			
3.6c	Senior management personnel with responsibility for monitoring and reviewing informal ESDGC opportunities			

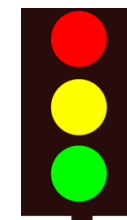
Institutional Management

Key Process Area: Institutional Management

Generic Practice (GP) 3: Define processes across the institution

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of managing and defining practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 3.1: Effective staff and student communications for ESDGC managed and defined				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
3.1a	Organisational strategies prioritise importance of clear staff and student communications			
3.1b	Specific job description roles identify clear responsibility for communicating ESDGC information to staff, students and the wider community			
3.1c	Senior management personnel responsible for monitoring and reviewing communications procedures			
Specific Practice (SP) 3.2: Environmental Management System managed and defined				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
3.2a	Clear purpose for EMS defined within appropriate strategies			

3.2b	Funding and staff allocation to ensure implementation of EMS increasing			
3.2c	Specific job description roles identify responsibility for EMS alignment when appropriate			
3.2d	Implementing EMS successfully features within the staff development programme delivery			
3.2e	Senior management personnel with responsibility for effective monitoring and reviewing of EMS progress against projections			
Specific Practice (SP) 3.3: ESDGC defined in Business Plans				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.3a	ESDGC guidance underpins guidance for business plans, both specifically and implicitly			
3.3b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within any business plan proposal			
3.3c	Incorporating ESDGC successfully within business plans features within the staff development programme delivery			
3.3d	Senior management personnel with responsibility to oversee ESDGC incorporation within			

	business plans and monitor outcomes once plans come to fruition			
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Partnerships

Key Process Area: Partnerships

Generic Practice (GP) 3: Define processes across the institution

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of managing and defining practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 3.1: Community programmes and activities embed ESDGC				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
3.1a	ESDGC guidance underpins guidance for community programmes and activities, both specifically and implicitly			
3.1b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within community programmes and activities			
3.1c	Incorporating ESDGC successfully within community programmes and activities features within the staff development programme delivery			
3.1d	Senior management personnel with responsibility to oversee ESDGC incorporation within community programmes and activities and monitor outcomes following delivery of initiatives			

Specific Practice (SP) 3.2: Third Mission activities embed ESDGC				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.2a	ESDGC guidance underpins guidance for Third Mission activities, both specifically and implicitly			
3.2b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within Third Mission activities			
3.2c	Incorporating ESDGC successfully within Third Mission activities features within the staff development programme delivery			
3.2d	Senior management personnel with responsibility to oversee ESDGC incorporation within Third Mission activities and monitor outcomes following implementation			

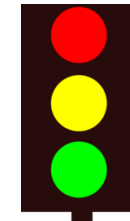
Research and Monitoring

Key Process Area: Research and Monitoring

Generic Practice (GP) 3: Define processes across the institution

Each sub-practice needs to be achieved for the specific practice to be accomplished in full and provide sufficient evidence of managing and defining practices.

●	No evidence or progress
?	Some progress
✓	Achieved and ongoing



Specific Practice (SP) 3.1: ESDGC defined in research proposals				
	Sub-Practices	Notes (personnel responsible, frequency of updates, how do staff have input?)	Current situation	Planned future actions (who, how, what, when?)
3.1a	ESDGC guidance underpins guidance for research proposals, both specifically and implicitly			
3.1b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within research proposals			
3.1c	Incorporating ESDGC successfully within research proposals included in the staff development programme delivery			
3.1d	Senior management personnel with responsibility to oversee ESDGC incorporation within research proposals and research activities, and monitor outcomes and impact			

Specific Practice (SP) 3.2: ESDGC embedded within annual monitoring statements and programme reviews				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.2a	ESDGC guidance underpins guidance for annual monitoring statements and programme reviews, both specifically and implicitly			
3.2b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC embedded within annual monitoring statements and programme reviews			
3.2c	Incorporating ESDGC successfully within annual monitoring statements and programme reviews included in the staff development programme delivery			
3.2d	Senior management personnel with responsibility to oversee ESDGC incorporation within annual monitoring statements and programme reviews			

Specific Practice (SP) 3.3: ESDGC league tables/awards managed and defined within institution's structure				
	<i>Sub-Practices</i>	<i>Notes (personnel responsible, frequency of updates, how do staff have input?)</i>	<i>Current situation</i>	<i>Planned future actions (who, how, what, when?)</i>
3.3a	ESDGC league tables and awards defined within institutional strategies and policies			
3.3b	Specific job description roles incorporate role of supporting staff in ensuring ESDGC league table and award criteria are addressed			
3.3c	Addressing the requirements for ESDGC league tables and related awards included in the staff development programme delivery			
3.3d	Senior management personnel with responsibility to oversee ESDGC league tables and awards submissions, monitor outcomes and review progress and achievements			

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Additional information

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